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ABSTRACT

In June 1973 the Harvard Graduate School of Education admitted 4 American Indian students into a Master's degree program and one person into a doctoral program. In addition, there were 5 students continuing in the Doctor of Education degree program and one new student in the Certificate of Advanced Study program for a total of 11 participants in the 1973-74 American Indian Program. While at Harvard, students took courses in educational administration, social policy, educational planning, child development, curriculum development, and Native American education. In addition, students were also able to take courses in other graduate schools at Harvard, and could cross register at the Massachusetts Institute of Technology. In June 1974, 4 of the students received the Master of Education degree; one received the Certificate of Advanced Study. The program will continue for the 1974-75 academic year under joint funding by the Office of Education and the Bureau of Indian Affairs. For the coming year, 13 new students have been admitted: 8 Master's, 2 Certificate of Advanced Study, and 3 doctoral candidates. For Year IV, the publication covers funding, recruitment, student characteristics, program services, student activities, and a program evaluation. Appendix A gives student background data and a list of 1971-73 graduates; Appendix B explains admissions criteria for the Native American graduate program. (Author/KM)

ED 096091

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Fourth Annual Report

1973-74

submitted

by

The American Indian Program
Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

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SUMMARY

In June, 1973, the Harvard Graduate School of Education admitted four new American Indian persons to a program leading to the Master's degree in education, and one person to a program leading to the Doctor's degree in education. In addition to the new students, there were five students continuing in the Doctor of Education degree program and one new student in the Certificate of Advanced Study program for a combined total of 11 participants in the American Indian Program for 1973-74.

While at Harvard, the students took professional level courses in a variety of areas: educational administration, social policy, educational planning, child development, curriculum development and Native American education. In addition to those courses offered at the Graduate School of Education, students were also able to take courses in the other graduate schools at Harvard, and had the opportunity to cross-register at the Massachusetts Institute of Technology, which broadened the selection of the courses from which to choose. The experience and knowledge gained here at Harvard will be applied to the specific needs of Indian schools and communities as the graduates assume leadership roles in Indian education.

In June, 1974, at the end of the program year, four of the students received the Master of Education degree; one received the Certificate of Advanced Study.

The program will continue for the 1974-75 academic year under joint funding by the Office of Education and the Bureau of Indian Affairs. Thirteen new students have been admitted to the Harvard Graduate School of Education for the coming year: Eight Master's students, two Certificates of Advanced Study students, and three doctoral students. With the seven continuing doctoral students, a total of 20 American Indian students will participate in the American Indian Program.

ACKNOWLEDGEMENTS

The students of the fourth year American Indian Program of the Harvard Graduate School of Education wish to thank those members of the contributing Federal agencies who recognized the value of continuing this Program. Like the students who participated in the Program in previous years, we feel that our experience here will have an impact on Indian Education, both in the application of new educational theories and in the increased assumption of leadership roles throughout Indian schools and communities.

Ms. Susan Swan has served as the Administrative Assistant to the American Indian Program for the past two years. Without her dedication, time and sensitivity to the needs of the students, the program could not have succeeded as well as it has. The participants of A.I.P. would like to express their sincere appreciation for her many hours spent in keeping the program running smoothly.

The participants also wish to thank Dr. Will Antell who served as an advisor to the Program.

Year IV

I. Funding

In June, 1973, official notification was received that the program would be funded by the Office of Education ($25,000), Office of Native American Program ($13,000) and the Bureau of Indian Affairs ($97,000) for a combined total of $135,000 in federal monies. Prior to this notification, students were informed that the funding situation was unclear, and they were advised to secure alternative funding if possible. As in the previous year, funding for a summer program was not available, and therefore, no new students were enrolled for the summer session.

II. Recruitment

Recruitment for the 1974-75 program was carried out by the students in the program in conjunction with the Admissions Office of the HGSE. Chuck Poitras, a second year doctoral student served as the Chairman of the Recruitment Committee. Also on the committee were Marie Battiste and Ramona Suetopka of the Education School: Rick Nordwall from the college and David Harrison of the Law School. Based on contacts with various tribal organizations, individuals, and other agencies, it appears that there is an increasing awareness and interest in the Harvard program among Indian educators across the country. Out of the total application received for the 1974-75 academic year, 12 new students have been admitted, representing 11 different tribes and eight states.

III. The Students

The 11 students in the fourth year are from eight different states and represent 10 different tribes. Three have Specialists degrees, seven have Master's, 10 have Bachelor's degrees and one has no college degree; seven are women and four are men. They range in age from 24 to 39, with an average age of 32.

The students come from a variety of job backgrounds: university instructor, Deputy EEO Officer, Summer intern in the Office of Civil Rights.

At the end of the academic year, four people received a Master's degree in Education and one received a CAS.

IV. The Academic Year

During the fourth academic year the students took a full course load in addition to maintaining a constant involvement in Indian affairs.

An Associate Director was elected by the participants in the fall to administer the program. Edna Belarde, a second year doctoral student was responsible for the overall operation of the office. She had the daily task of meeting with students and the school's administration, making decisions affecting policy, and coordinating various aspects of the program. To ensure smooth operation of the program, the Associate Director also reported directly to the Associate Dean of the Graduate School of Education. She also conferred with Dr. Will Antell, advisor to the Program.

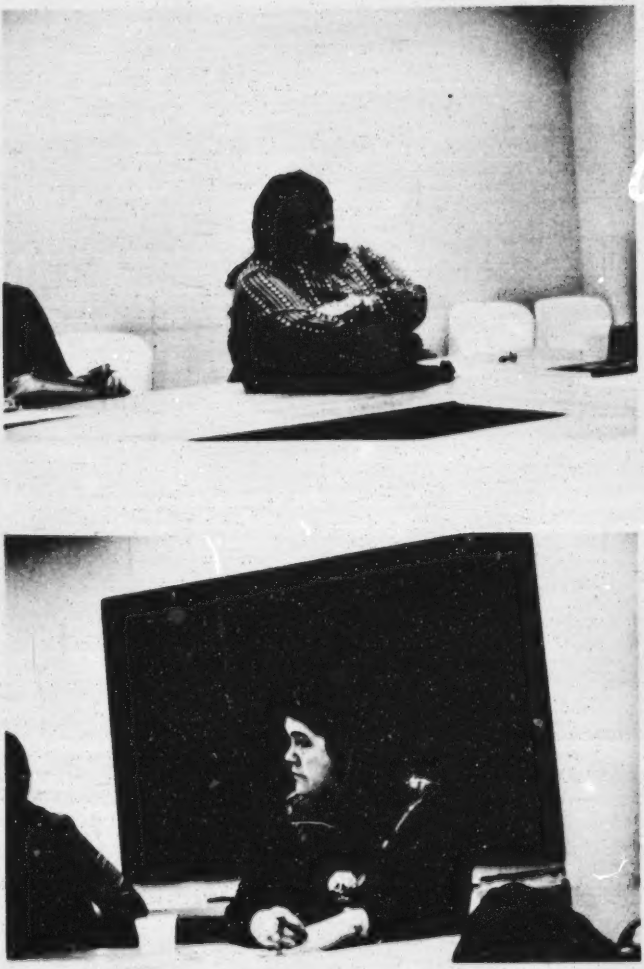
A. Program Services

In addition to offering a full fellowship to each Native American person accepted into the Program, AIP also offered supportive services to each participant. An office was provided with a full time administrative assistant to handle the daily operation of the program. A lounge was provided for the students for informal gatherings and meetings, and a study room was made available for students.

For those students who wished to take advantage of it, tutorial services were made available. A student could receive individual tutoring in a course he was enrolled in.

A Seminar Committee was established to develop a schedule of guest speakers and other activities for AIP. Emma Widmark, a Master's degree candidate from Alaska chaired the committee. Throughout the year, various Native American people were invited to speak to the students on issues of concern involving Indian education: Ada Deer, a Menominee Indian from Wisconsin spoke about community organization with particular emphasis on the efforts of the Menominee tribe to regain federal recognition. Vine Deloria, Indian lawyer and author, spoke on issues from the perspective of the legal profession. Dillon Platero, Director of the Navajo Division of Education gave a talk on the efforts of the Navajo people to gain control of the educational system on their reservation.

In March, the American Indian Program sponsored an Alumni Workshop to bring together the past and present participants in the program. The objectives were to: 1) develop a greater sense of community; 2) gain a commitment from all participants for the continuation and expansion of AIP; 3) to assess the impact the



Emma Widmark, a Master's candidate at HGSE and Grace Thorpe, a student at the Massachusetts Institute of Technology participating in one of AIP's seminars.

Harvard experience has generated and 4) develop a list of recommendations for the HGSE and the funding agencies.

Twelve Alumni and the 11 present students participated in the workshop. Other Indian students in the area were also invited to attend and a number did so. Taking advantage of the Marks Trail Tlingit Dancers from Alaska being in Boston to help open the N.W. Coast Indian Exhibit at the Peabody Museum, AIP asked them to perform at the dinner which closed the workshop.

Although funding is available only to Native American students registered in the HGSE, the program serves as a resource center and clearinghouse for the approximately 30 other Native American people enrolled in the other schools of Harvard and in schools in the area. The students are encouraged to join the AIP activities and to use the office and lounge.

B. Student Activities

Students were active both nationally and locally in Indian related affairs. On the local level students served on the Peabody Museum Advisory Committee. Students served on various committees appointed by the Dean of the Graduate School of Education: Discipline and Library Committees. Two students were teaching fellows for a course on Contemporary Indian Affairs. One student was involved with the Boston Indian Council. Students were also invited to speak at local schools and colleges. Two students were involved with the Intercultural Studies Group of Boston. A number of students were involved with various organizations and communities in the Ed. School, including the Docotral Admissions Subcommittee.

On the national level, seven students traveled to Milwaukee for the NIEA Conference; one student went to Tulsa for the NCAI Convention; another student traveled to Seattle for the meeting of the National Association for the Education of Young Children; other meeting and conferences which had the AIP participation included the National Conference on Indian Educational Leadership, the Tonana Chiefs Conference in Alaska, and the National Advisory Council on Indian Education Meeting in Montana. Individual trips were made to Washington to confer with various agencies.

Students are also involved, on an individual basis, with tribal organizations, various school systems, the Harvard Educational Review and as consultants for various agencies.

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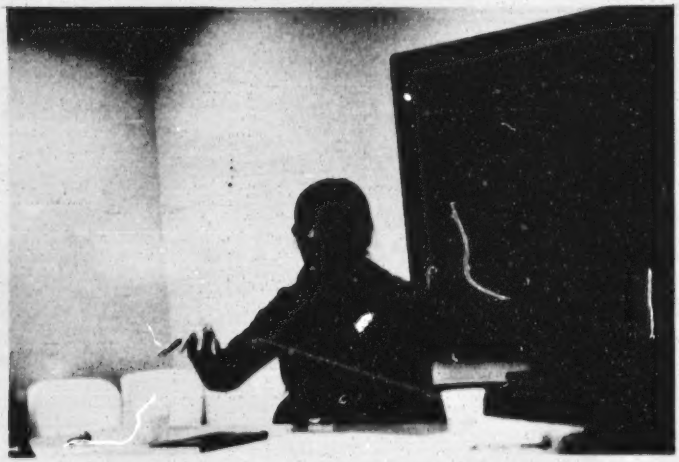

Ada Deer, Menominee Indian from Wisconsin speaks to the students about community organization.

Marks Trail Tlingit Dancers performed for the Alumni Workshop in March.

V. Evaluation

The following observations can be made about the fourth year American Indian Program:

1. There was no attrition, and all students received their degrees on schedule.
2. In courses where grades were given (as opposed to credit/no credit ratings, indicating graduate work of B- or better), 49.6% of the grades are "A" or "A-"; of a total of 29 courses taken by the students, there were 14 "A's", 14 "B's", 38 Credits, 0 no Credits, 0 incompletes. Thus the students of the fourth year continued to perform with the same academic distinction as their predecessors.
3. The level of involvement in Indian Affairs was maintained during the time spent in Cambridge.
4. Graduates of the program are actively seeking and already have employment in schools, communities, and organizations which focus on Indian education. Two of the four Master's candidates will continue studying for a doctorate. Six of the doctoral students will be doing their third year field work in the various Indian communities.
5. There has been demonstrated a great need for a program such as this already established Americna Indian Program as realized by the almost 100% increase in enrollemnt for the next academic year.

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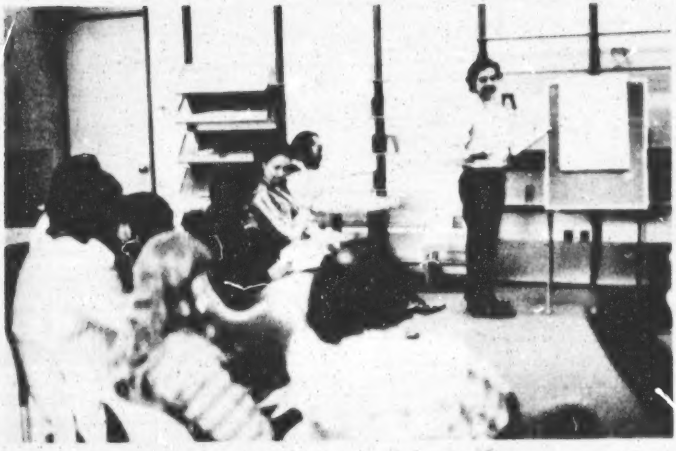

Dennis Demmert leads discussion at the Alumni Workshop.

Rick Nordwall, senior at Harvard College and his wife Mary participated in the Alumni Workshop.

APPENDIX A: STUDENT BACKGROUND DATA
Year IV: 1973-74

Name	Tribe	Prior Degree	Prior Occupation	Degree Received
Marie Battiste	MicMac	B.S., Univ. of Maine	Associate Instructor & Counselor in Program of Basic Studies	Ed.M.
Edna Belarde	Tlingit	B.A., Western Washington Coll. Ed.M., Harvard University CAS, Harvard University	Continuing from Year II and III	Ed.D.*
Jerry Bolton	Tsimpshian/ Tlingit	B.A., Central Washington State College	Summer Intern, Office of Civil Rights, H.E.W.	Ed.M.
Edgar Monetathchi	Comanche		Deputy EEO Officer, Indian Health Service Rockville, Maryland	Ed.M.
Anita Pfeiffer	Navajo	B.A., Univ. of Arizona M.A., Univ. of Arizona	Continuing from Year II and III	Ed.D.*
Charles Poitras	Sac & Fox	Ed.M., Harvard University	Continuing from Year II and III	Ed.D.*

Year IV: 1973-74, cont.

Delores Schoedel	Cherokee	B.A., Tufts University M.A., Tufts University	Program Developer Boston Indian Multi-Service Center	Ed.D.*
Ramona Suetopka	Hopi/Navajo	B.A., U.C.L.A Ed.M., Harvard University	Continuing from Year II and III	Ed.D.*
Elizabeth Wescott	Athabascan	B.A., Univ. of Alaska Ed.M., Harvard University	Continuing from Year III	CAS
Emma Widmark	Tlingit	B.S., Oregon State Univ.	Extension Home Economist, University of Alaska	Ed.M.
Arthur Zimiga	Sioux	B.A., Sioux Falls College Ed.M., Harvard University	Continuing from Year II and III	Ed.D.*

* Continued doctoral degree work

Graduates of the American Indian Program 1971-73

Joe Abeyta (Pueblo) 4033 Montgomery, N.E. Apartment F - 6 Albuquerque, New Mexico 87109	Ed.M., June, 1971
Henry Allen (Ponca-Tonkawa) P.O. Box 86 Tonkawa, Oklahoma 74653	Ed.M., June, 1972
Harlan Anderson (Chippewa) 4513 Drexell Edina, Minnesota 55424	C.A.S., June, 1973
Edna L. Belarde (Tlingit) American Indian Program Read House Harvard Graduate School of Education Cambridge, Massachusetts 02138	Ed.M., June, 1972 C.A.S., June, 1973 Current Ed.D. candidate
Fred Bigjim (Eskimo) Alaska Methodist University Anchorage, Alaska 99504	Ed.M., June, 1973
Jerome Buckanaga (Chippewa) The Pine Point Experimental School Ponsford, Minnesota 56575	Ed.M., [illegible]e, 1972
Rosemary Christensen (Chippewa) 104 South Fairview Avenue St. Paul, Minnesota 55105	Ed.M., June, 1971
Mary Helen Creamer (Navajo) Borrego Pass Day School Crownpoint, New Mexico 87313	Ed.M., June, 1971 C.A.S., June, 1972 Current Ed.D. candidate
Harold Deese (Lumbee) 414 Central Street Maxton, North Carolina 28374	Ed.M., June, 1971
Dennis Demmert (Tlingit) 2 Peabody Terrace Apartment 614 Cambridge, Massachusetts 02138	Ed.M., June, 1972

Graduates continued

William Demmert (Tlingit) — C.A.S., June, 1971; Ed.D., June, 1973
1229 North Powhatan
Arlington, Virginia 22205

Julia Herrera (Pueblo) — Ed.M., June, 1973
4881 North Hermitage
Chicago, Illinois 60640

Dan Honahni (Hopi) — Ed.M., June, 1971
School of Education
University of New Mexico
Albuquerque, New Mexico 87106

Perry G. Horse (Kiowa) — Ed.M., June, 1973
American Indian Higher Education Consortium
1657 Pennsylvania Street
Denver, Colorado 80203

Hartman H. Lomawaima (Hopi) — Ed.M., June, 1972
1950 Cooley Avenue
Apartment 4312
Palo Alto, California 94303

Edward McCabe (Navajo) — Ed.M., June, 1973
524 58th Street, N.W.
Albuquerque, New Mexico 87110

Sandra Moore (Seminole) — Ed.M., June, 1973
Haskel Junior College
Lawrence, Kansas 66044

Emanuel Moran (Sioux) — Ed.M., June, 1971
Indian Health Service
801 Vassar, N.E.
Albuquerque, New Mexico 87106

Wayne Newell (Passamaquoddy) — Ed.M., June, 1971
P.O. Box 271
Princeton, Maine 04668

William Pensoneau (Ponca-Tonkawa) — Ed.M., June, 1972
802 South 6th Street
Ponca City, Oklahoma 74601

Graudates continued

Charles Poitras (Sac and Fox)
American Indian Program
Read House
Harvard Graduate School of Education
Cambridge, Massachusetts 02138
Ed.M., June, 1972
Current Ed.D. candidate

Arthurline Roberson (Mic Mac)
Surfside Road
Cape Elizabeth, Maine 04107
Ed.M., June, 1971

Peter Soto (Cocopah)
786 West 1st Street
Yuma, Arizona 85364
Ed.M., June, 1971

Ramona Suetopka (Hopi-Navajo)
American Indian Program
Read House
Harvard Graduate School of Education
Cambridge, Massachusetts 02138
Ed.M., June, 1972
Current Ed.D. candidate

Della Warrior (Oto-Creek)
8204 Fruit Street, N.E.
Albuquerque, New Mexico 87108
Ed.M., June, 1971

Elizabeth Wescott (Athabaskan)
American Indian Program
Read House
Harvard Graduate School of Education
Cambridge, Massachusetts 02138
Ed.M., June, 1973
Current Ed.D. candidate

Yvonne Wynde (Dakota Sioux)
Lakota Higher Education Center
Oglala Sioux Community College
Pine Ridge, South Dakota 57770
Ed.M., June, 1973

Arthur W. Zimiga (Dakota Sioux)
P.O. Box 364
Pine Ridge, South Dakota 57770
Ed.M., June, 1972
Current Ed.D. candidate

APPENDIX B: ADMISSIONS CRITERIA

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

Graduate Study Opportunities for Native Americans

Students at the Harvard Graduate School of Education can take courses in a variety of areas: administration, curriculum development, educational planning, human development, learning environments, early childhood education, and reading. The aim of the program is not to teach these students more about Native American education, but rather to increase their knowledge of educational theory and techniques. It is assumed that participants will, while at the University and upon graduation, apply and adapt what they learn to the specific needs of their schools and communities.

For the 1974-75 academic year the American Indian Program has obtained funding from the Bureau of Indian Affairs and the Office of Education. Due to a general shortage of scholarship money and the intense competition for admission to graduate study, potential applicants are encouraged to explore outside sources for funding and to apply to several graduate schools. DEADLINE IS JANUARY 15.

The basic requirements for admission are outlined below:

1. Applicants must be of Indian, Eskimo or Aleut descent (at least ¼).

2. Applicants to master's degree programs should have a B.A.; to doctoral degree programs, an M.A.. In rare instances persons with outstanding leadership and job records will be considered even if they do not have a B.A. or M.A.

3. Applicants should have at least two years of teaching or administrative experience in schools or programs having a large proportion of Native American students. In rare instances we will consider an applicant who has only one year of experience.

4. Applicants should have an above average college grade record. An average or below average grade record may be balanced by an outstanding job record.

5. Applications are sought from persons who are in (or intend to move into) administrative positions in schools or education-related programs serving Native Americans.

6. Applicants may be of either sex, married or single. Preference will be shown to persons under 40 and to those who have shown exceptional administrative ability or innovativeness.

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To receive application forms and more information about the program, please contact:

American Indian Program
Read House
Harvard Graduate School of Education
Cambridge, Massachusetts 02138

Telephone: (617) 495-4912 or
495-4913

Participants at Alumni Workshop - from left to right: Delores Schoedel, Cherokee; Hartman Lomawaima, Hopi; Anita Pfeiffer, Navajo; Marie Battiste, MicMac; Edna Belarde, Tlingit; and Chuck Poitras, Sac & Fox.